**DATE: May 14th - 18th /12 WEEK: 35 GRADE:** First Grade

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| X  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme:**  HOW THE WORLD WORKS | **Subject Area:** English **Unit 6 Away we grow**  **oRAL** |
| **ACHIEVEMENT INDICATORS: 1.** Listens to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail.  2. Uses appropriately structured sentences for social and academic interactions. | |

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| 20 mins/ each | 1, 2  1,2  1,2 | **Day 1 Apply in learning game**  Introduce the game:  Tell the children they will try to guess the word their team´s clue giver describes. The clue giver can say the word´s definition, related words, and examples of the word but cannot say the word itself. Write the vocabulary words for week 1 on the board and read them aloud.  Play the game: divide the class into two teams. Choose the first clue giver from one team and whispers a vocabulary word to him or her. Once a team guesses the word, the other team takes a turn. Have teams take turns until each child has been a clue giver. Have children in lower stages include gestures and actions when they are the clue givers.  **Day 2 Grammar in context**  Display the **Academic Language Builder** and point to the baby. Say *You know* *this is a baby*. Now point to the boy and say *This is a boy.* Point to the baby first and then to the boy and say *The boy will grow. He will become a man.*  As you say each sentence, invite children to say it with you and place the cards in the correct slots.  Read aloud the lines, “*The babies need families. They will need these things to grow and to change*” on the **Academic Language Builder.**  Point to the word **will.** Sing the song together and ask children to raise their hands when they sing the word *will*.  Have partners use the sentence frame I will \_\_\_\_\_\_\_\_\_\_\_ to describe how they will change and what they will do in the future.  **Day 3 Grammar in context**  Review regular past tense. Remind children that many action words end in –ed- when they describe something that has already happened. Say *The kitten walked to its food bowl two hours ago.* Emphasize the *–ed- in walked.* Ask volunteers to use verbs with *–ed-* to describe things they did earlier in the day or week.  Read the last stanza of the ***Chant Poster***, emphasizing the question at the end. Explain that for some action words, instead of adding *–ed-*  to the end of a word to show what happened in the past, we use a different word. For the action word **grow,** the past tense is **grew.** Say*You grew from a baby into a child.*  **Academic Discussion Strategy**  Review the Academic Discussion Strategy**.** Remind children to say how they know something when they answer questions. Review the prompts on the Academic Discussion Poster that support the strategy.  Write the following question on the board and then read it aloud: How do kittens change as they grow older? By having children use the chart on pages 22-23 of **Little Kitten, Big cat** as evidence for their answers. | **Vocabulary Cards**  **61, 62, 63, 64, 65, 66**  **Academic Language Builder**    **Chant Poster**  **Academic Discussion Poster**  **Little Kitten, Big cat** |  |